

CYFAR

CHILDREN, YOUTH AND FAMILIES AT RISK PROGRAM

ANNUAL REPORT 2009



4-H National Headquarters

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Children, Youth and Families At Risk Program

A Year of Accomplishments

To: CYFAR Program Staff

The 2009 CYFAR Annual Report provides an overview of the accomplishments of the Children, Youth and Families At Risk community-based programs. The CYFAR projects bring to communities' at-risk audiences land-grant resources to meet basic needs, build skills and competencies, and create sustainable opportunities.

Featured specifically this year in the West are unique programs that address the real needs of the youth and adults within their communities. The key is active engagement to learning experiences in collaboration with community partners. Focused on building safe and welcoming environments, participants experience that sense of belonging and truly learn to "pay it forward" through their own engaged experiences. Success is measured by participants' responses to outcomes within themselves and within their communities. CYFAR staff members provide the necessary ingredients—skill development and learning experiences—to guide participants to achieve goals. Collaborations undergird the projects and integrate Extension's mission to factor in sustainable community programs that will weather the test of time.

These days we talk about competency and capacity building through connections and communications with community sustainability. When looking at CYFAR, there is most definitely a convergence of lasting value for the communities engaged. The entire land-grant Extension system is affected by CYFAR programs. The CYFERnet widespread web forms a virtual connection of high-quality, research-based resources to power and generate change. The CYFAR Liaisons provide ongoing technical assistance to institutions' projects. Staff members and participants in community sites are challenged and engaged in professional development offered by the CYFAR conference.

The convergence of CYFAR is immense, transformative, yet user-friendly as it reflects sustainable, integrated programs that demonstrate the mission of the land-grant Extension system of extending science to the people. The CYFAR programs resonate with the vibrancy of meeting critical needs of children, youth, and families at risk. Project overviews by state and by year can be viewed at <http://cyfarreporting.cyfernet.org/public/OverviewsSearch.aspx>.

Sincerely,



Lisa Lauxman, Ph.D.
Director, Youth Development
National CYFAR Coordinator
4-H National Headquarters, National Institute of Food and Agriculture
U.S. Department of Agriculture



CYFAR Community Program Demographic Data 2009

In 2009, CYFAR became a competitive project. Fifty-six projects were submitted and 42 were funded. Of those, 21 were new and 21 were previously funded. The projects funded represented 42 states and territories and supported community programs ranging from two to five project sites reaching 8,967 youth and 2,023 adults—a total of 10,990 participants. Of that group, 208 (2%) are Pre-K; 1,581 (18%) are in grades K to 6; and 5,105 (57%) are in grades 7 to 12. Fifty-eight percent of all participants are from rural areas and small towns, 19% from towns and cities, 13% from central cities; rural and small towns account for 45%; and 2% are from the suburbs.

CYFAR projects involved 1,329 youth and adults in paid and unpaid roles to implement programs in communities. Adult (11,009) and youth (25,617) volunteers provided more than 36,626 volunteer hours to the programs and staff in 2009. The bar graphs show the diversity of youth and adults involved as participants, staff members, and volunteers in CYFAR programs.

4-H enrollment among CYFAR participants included 54 4-H clubs with 657 members. This is 13% of all CYFAR youth participants. 4-H membership is distributed in grades K to 6 (1,581) and grades 7 to 12 (5,105). A total of 175 volunteers—70 youth and 105—adults worked with these 4-H clubs.



CYFAR Budget 2009

Of the \$7,854,720 CYFAR program budget, 61% provided funding directly to universities for community programs. This included 42 competing projects of which 21 were new and 21 were renewals for the Sustainable Community Projects (SCP) in 42 states and territories.

The remaining 39% of the 2009 CYFAR budget provided a wide range of technical assistance and support to CYFAR staff and programs. Twenty-five percent supported professional development through the CYFAR conference, CYFAR orientation, Peer Review Process, Capacity Building, Research and Evaluation, and the Annual Report. Seven percent supported CYFERnet Program, CYFERnet Technology, and CYFERnet Evaluation. Four percent of the budget funded Cooperative Support Agreements with universities for eight CYFAR Liaisons who provided technical assistance to all the CYFAR programs. The CYFAR share of 4-H Military grants accounted for 3% of the 2009 CYFAR budget and provided support to county professionals working with military youth programs in 31 states.



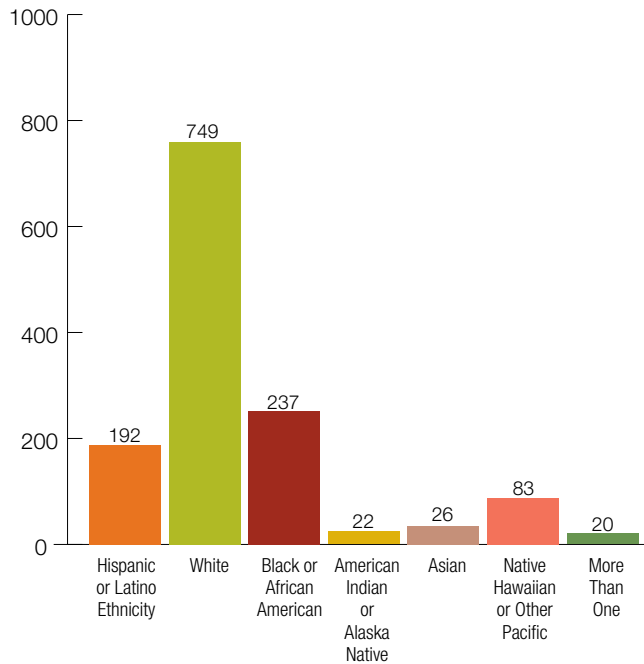
Arizona

SOS Tucson youth participants engage in a roundtable discussion with the Burns Institute about Pima County daily juvenile detention rates at Skrappy's/Tucson Youth Collective downtown youth center.

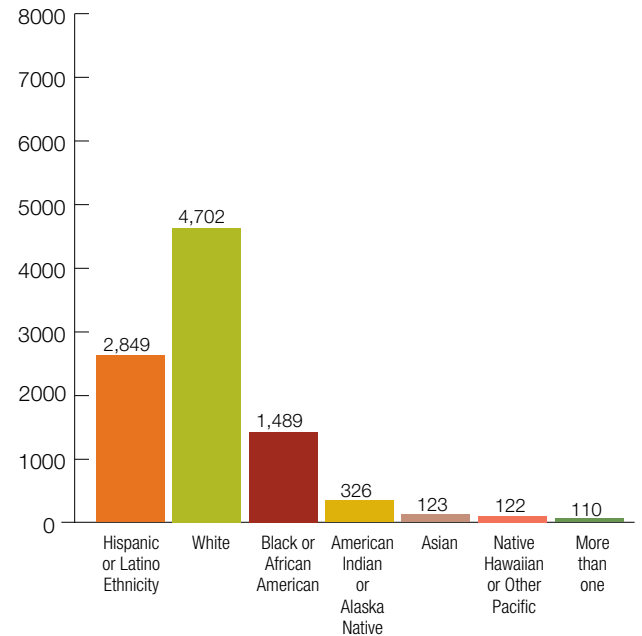
Connecticut

Connecticut 4-H Fitness And Nutrition Club (4-H FANs) youth jump for joy during a fitness activity.

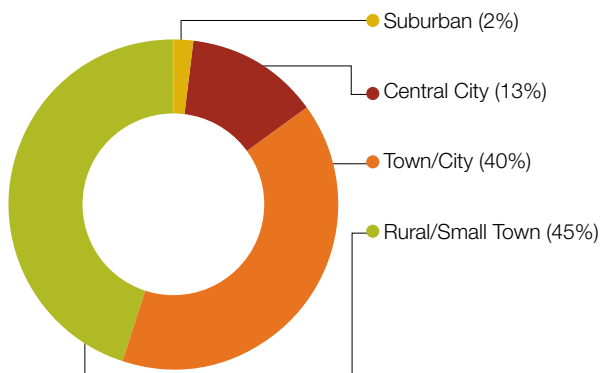
Staff and Volunteers by Race/Ethnicity



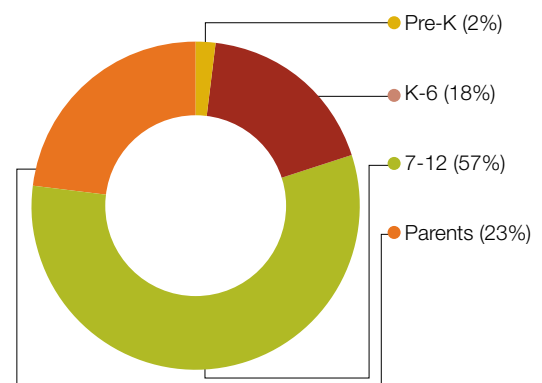
Population Served by Race/Ethnicity



Population Served by Location



Participants by Age



Florida

FAMU Red Clay Garden Project staff orientation meeting.

Guam

Teens act out a commercial for their product "The World's First Flying Car" in the entrepreneurship course "It's My Business."



Featured CYFAR Programs in Western States

Alaska

Alaska CYFAR Sustainable Community Project: ATV Safety, Service Learning/Civic Engagement for Teens

This project addresses safety education and responsible use associated with all-terrain vehicles (ATVs) in two rural Alaska communities through 4-H positive youth development, service-learning, and civic engagement. ATVs are a way of life in Alaskan communities, used as a primary means of transportation, hauling supplies, and gaining access to lands used in subsistence hunting activities. Unfortunately, ATVs are a leading cause of accidents and death in Alaska, where no license, helmet use, or basic safety education is required. Teens, ages 13 to 18, through youth-adult partnership teams and guided by Cooperative Extension Service faculty and community leaders, are demonstrating the knowledge, skills, attitudes, and behavior associated with safe ATV use. Teens will be key to helping reduce injury and death associated with ATVs, along with encouraging responsible use to moderate environmental impact. Teens are gaining life skills and are being seen as contributing leaders in their communities while engaged in service learning.

State SCP staff established two sites and collaborators during Year 1: Glennallen and the Copper Valley Development Association; and Bethel, City of Bethel Youth Center. Subawards were developed with each site, which included a scope of work to establish short- and long-term impacts. During Year 2, the Tanana Chiefs Conference (TCC) replaced the City of Bethel collaborator. A site coordinator and youth-adult partnership leader has been hired to direct the program at each site, and a CYFAR coordinator has been in place since February 2010.

Approximately 36 teens are participating in safety demonstrations and training, youth-adult partnership workshops, youth lock-ins, and health and safety fairs. The program will be featured at the annual CYFAR conference in San Francisco with a poster presented by teens and staff.

Arizona

Arizona Sustainable Community Project, University of Arizona

Spirit of the Sun (SOS) is a model of civic engagement for marginalized teenagers that promotes positive youth development and community change. SOS is based on the assumption that positive youth development and community change emerge from an ongoing process of reflection and action. At the core of this model is the principle that engaging youth in partnership with adults promotes positive youth development that benefits both youth and the community.

SOS works with young people to address the social, economic, and environmental factors that affect them, and it seeks opportunities to engage them to create change. Providing opportunities for youth with diverse needs and interests to feel that they belong and are a vital part of their community ultimately will create sustainability for the SOS program. Currently there are two SOS programs: one in Pima County at Skrappy's Youth Empowerment Center and the other in northern Arizona on the Navajo Nation in Tuba City.

Skrappy's Youth Empowerment Center brings youth together by encouraging personal expression through the arts, music, dance, and community involvement in a space where young people have ownership. It serves over 15,000 young people between the ages of 13 and 21 each year, participating in after-school activities, gaining access to resources such as a clothing bank and crisis intervention assistance, volunteering in the youth café, or attending concerts, forums, and performances. Skrappy's has a core group of approximately 40 youth that act as lead volunteers. Youth serve on committees to plan events, design a 'zine, and locate and prepare grants. Youth also represent Skrappy's at formal and informal meetings obtaining

Idaho

Students discover nature through the lens of a microscope.

Iowa

A family completes the Strengthening Families for Parents and Youth Program in Buena Vista County.

hands-on experience in advocacy, organization, and day-to-day operations. Over the past year, SOS youth worked with local government and business leaders to secure a permanent home for the youth center, a major accomplishment and reflection of youth civic engagement skills and dedication to improving their community.

The SOS program in Tuba City is in the incipient stages of development. Tuba City is a community of approximately 10,000 residents of which 42% are under age 18. Many of these youth express a desire to have additional out-of-school time programs available to them. Youth are working to create more opportunities to feel more connected to their community and have a greater sense of voice. Youth participants are currently preparing a kickoff event in April to establish a plan of action around a community issue they have selected. Youth from Tuba City will also be working with and learning from their more experienced counterparts from SOS Tucson to help guide their efforts.

California

California 4-H CYFAR Project

The University of California 4-H Youth Development Program's CYFAR Sustainable Communities Projects are operating in Yolo, Mendocino, and San Diego Counties.

The California 4-H CYFAR SCP project engages school-age youth in science, engineering, and technology programming to help them build knowledge, skills, attitudes, and positive behavior necessary for fulfilling, contributing lives. The SCP model incorporates proven characteristics of successful after-school programs, including sustained participation, well-prepared staff members, intentional programming, and partnerships with families and other community organizations. Each site emphasizes community-based resources that showcase its unique assets.

- Mendocino: Cooperative Extension and local organizations are engaging teens as teachers of younger youth using garden-based education.
- Yolo: UC Davis, an institution of higher education, is involving college undergraduate students as mentors of younger youth while providing opportunities for application of academic course work.
- San Diego: Family resource centers serve as focal points for families and relatives, providing community centers and social services.

Technology education is incorporated in the curricula, and technology tools used within each site include those for agricultural and environmental monitoring. As partners and volunteers are being recruited, professional development opportunities focus on strengthening their leadership capacity. While still early in the five-year CYFAR SCP, sites are starting to adapt and use models for participatory community collaboration in planning, implementing, and evaluating community success.

Hawaii

Hawaii's SCP/CYFAR Project

"SCP Through SCP" ("Sustainable Communities Project Through Successful Community Partnerships") is Hawaii's project to strengthen the capacity of children, youth, and

families to participate in a culturally diverse, economically challenged, and technologically advanced society.

After-school and out-of-school short- and long term enrichment programs focused on the three national 4-H initiatives: Healthy Living; Science, Engineering, and Technology; and Citizenship. These educational programs were delivered to youth, grades K to 8, at Puuwai Momi Housing, a low-income community in metropolitan Honolulu on the island of Oahu and at Pahoa Elementary School, a rural school located on the island of Hawaii, in an economically depressed community with multiple risk factors. A third community site, located in a rural, sparsely populated but geographically large community with high unemployment and limited community resources will be incorporated in Year 2 of the project.

Each community site featured computer technology labs using lessons from the 4-H Juried curriculum. Technology opportunities and new developments in gaming technology (exergames); robotics; social networking systems, and other emerging programs were explored.

Participants included newly arrived Marshallese, Micronesians, other Pacific Islanders, Samoans, Hawaiians/part Hawaiians, Filipinos, and newly arrived mainland transients. Cultural differences and limitations with the English language provided major challenges.

The successful partnerships established with PACT (Parents and Children Together) at Puuwai Momi Housing and with Pahoa Elementary School (and their affiliated programs) enabled successful program delivery to these culturally diverse populations in communities that had never before been reached. Programs were integrated with existing 4-H club programs, such as the kindergarten transition, community service, leadership, and citizenship programs.

Working with existing program models and based on past successes with community partners, Hawaii's SCP continued to build successful community partnerships, ensuring program sustainability.

Idaho

Idaho's CYFAR SCP

On the Coeur d'Alene Reservation in northern Idaho, CYFAR SCP partners with the Success Center, the local school district's 21stCCLC program. The school district provides a classroom for the Success Center along with use of its lunchroom, gym, and computer lab. The 21stCCLC grant has a director and several staff members; the CYFAR SCP grant provides the 4-H after-school coordinator and assistant. Together the programs reach 80 children during the school year. University of Idaho Extension 4-H provides an AmeriCorps Vista for the program, and the Coeur d'Alene Tribe Department of Education provides office support for the Vista. During the summer the CYFAR faculty and staff partner with Coeur d'Alene Tribe Wellness Center and Department of Education for a four-week "Rockn' the Rez" program. Through a life skill survey, children show a positive increase in communication and development of healthy living skills. The CYFAR faculty and staff have helped organize a youth and a wellness coalition in the area to address assets, needs, and quality programming.



In the south-central rural farm community of Burley, the White Pine 4-H Afterschool program reaches 30 children. The Cassia County School district provides the school lunchroom, gym, storage space, and resource room. Although sports are very popular in Burley, the CYFAR program is the only after-school program in the community. The children formed a 4-H club and have completed projects the past two years. The CYFAR faculty received funding to introduce exergames at the site. Using Wii Fitness games the children's heart rate, pedometer steps, and satisfaction have been tracked for two years. Through a life skill survey, children show a positive increase in critical thinking and development of self-responsibility skills. Now that the school sees the success of the after-school program it is offering tutoring and several activity-based (dance club, chess, Girls Scouts, Boy Scouts) programs after the school day.

Montana

Montana SCP

Montana's SCP uses filmmaking and robotics as tools to teach science and math to kids. It is both an art- and science-based program that helps children explore science, engineering, and technology through the art of filmmaking and the technology of robotics. Using a hands-on, experiential learning process, SCP helps youth improve their awareness of science and technology while also having fun. Youth learn how to plan, produce, and edit an original 3- to 5-minute movie on a science or nature topic of concern or importance to the local community. Participants at the Pretty Eagle Catholic School, on the Crow Indian Reservation in St. Xavier and at Links for Learning, an after-school program in Livingston, are taught by a Montana State University film student and an Extension technology specialist and assisted by trained adult leaders and teachers.



Youth participants have demonstrated an increase in their understanding of robotics and video technology as well as the development of life skills such as communication, problem-solving, and critical thinking. Parents and other community members are engaging with youth to understand more about what they are learning and to offer their expertise. As the SCP moves into its third year, participants will have the opportunity to learn about additional technologies such as global positioning systems (GPS) and robotics water quality sensors.

Nevada

Bootstraps: Nevada SCP

Bootstraps is a collaborative Cooperative Extension program for young adults, ages 18 to 25. The program attracts rural young adults who have no positive leadership experiences or role models in their lives; are disengaged from the social and economic structure for many reasons; don't work; are not in school; and frequently abuse drugs or alcohol. They have little direction or vision for their future. When they enter Bootstraps, participants have few options and little ambition to improve their lives.

The program goal is that after three months of participation, graduates will develop life skills and experiences that enable them to find meaningful work and/or return to school. The program has two components: classroom learning and practical fieldwork. Comprehensive evaluation has demonstrated positive short- and long-term outcomes for program participants while providing an opportunity for a paid work experience.

Over the three months of the program, participants receive 40 hours of life skills training in areas such as communication, decision making, and conflict resolution, as well as topics related to the job market such as résumé writing, interview preparation, and applying for a job. The classroom training is combined with approximately 440 hours working on sage grouse habitat improvement and acquiring practical hands-on skills. Participants camp at the work site four nights each week.



Louisiana

Reading club members participate in computer lab workshops and use LeapFrog technology learning tools to enhance their reading skills.

Maine

Team building/trust building leadership trainings were held for partnership teams at the middle and high school levels.

New Mexico

Just Be It! Healthy and Fit SCP CYFAR Project

New Mexico's Just Be It! Healthy and Fit program focuses on reducing risk factors for childhood obesity among fifth-grade students located in the counties of Santa Fe, Rio Arriba, and Los Alamos. Fifth graders acquire the energy and motivation to perform well academically in school and reduce the risk of health disorders in childhood and adulthood.

The goal of the Just Be It! Healthy and Fit program is to reduce childhood obesity risk factors for fifth graders by increasing nutrition knowledge, fruit and vegetable intake, activity level of children and increasing nutrition knowledge of parents and teachers so they can support students' healthy lifestyle choices

County Extension educators target students, teachers, and parents using hands-on field trips, in-class instruction throughout the elementary school year, and parent outreach efforts.

Parents receive nutrition education via take-home newsletters and placemats. Collaborators in all three counties include the public schools and a variety of community agencies.

The program's evaluation results demonstrate its effectiveness. In its first year, an experimental research design found that students in the treatment group increased their nutrition knowledge as a result of participating in Just Be It. In subsequent years pre- and post-tests also showed that students increased their nutrition knowledge. The knowledge gain was statistically significant at the .0001 level.

An instrument that is developmentally appropriate for fifth graders was designed to measure fruit and vegetable intake and physical activity. Students showed a statistically significant increase in their intake of fruits and vegetables and their physical activity as a result of participating in Just Be It. For each year of the project, parents reported learning more about nutrition after reading the take-home newsletters.

Oregon

Oregon SCP

Oregon's SCP engages youth in culturally responsive programs to build skills and knowledge that will lead to future success. The participants are Latino youth as well as those from low-income families. Using 4-H school-based clubs, youth in grades 3 to 5 participate in weekly programs at area elementary schools in Lane and Yamhill Counties.

The Oregon SCP promotes positive youth development while providing challenging activities in the core curricula of science, engineering, and technology. More than 70 youth have participated in experiential learning exploring robotics, horticulture, water education, forestry, and digital journaling through the use of flip cameras. As a result of participating in the program, students have increased their knowledge in these areas, while also learning the value of teamwork, communication, and other important life skills.

Pacific Islands

Pacific Island Communities Sustainable Teen Entrepreneurial Program (STEPs)

STEPs includes Pacific regional partners from Guam, American Samoa, and Kosrae State from the Federated States of Micronesia. The purpose of the project is to equip youth ages 15 to 17 with the knowledge and skills to become entrepreneurial thinkers and contributors to their local economy. STEPs works to open youths' minds to the idea that they can create work for themselves, and possibly others, by starting their own businesses.

The three island sites are very different and are separated by thousands of miles of water. Sites vary from urban to rural settings and although they are all island communities, their cultures and economies are distinct. Yet what the islands have in common is a lack of economic choices for youth.

Each of the three sites takes a different approach. The American Samoa and Kosrae sites have very strong partnerships with faith-based organizations and community volunteers. Program staff and volunteers trained in the curriculum delivery provide workshops on financial management, enterprise interests, technical and trade knowledge, as well as setting and achieving goals and developing business plans. Teen network ventures include egg and vegetable production on American Samoa. Products are sold at farmers' markets, to individuals, and at some stores. Kosrae teen businesses are cottage industries catering to the tourist market and small-engine repair for residents.

The Guam site has strong partnerships with government agencies serving juvenile clients and nonprofit organizations. The University of Guam's (UOG) Small Business Development Center and students from Guam Community College and UOG's School of Business and Public Administration, along with four program mentors, provide curriculum delivery and mentoring labs for more intensive work on product and market development and financial opportunities to fund ventures. One participant competed in and won the Shell LiveWire Teen Entrepreneurial Competition, securing \$3,000 to start a business in fashion merchandising. Another teen group developed a value-added product using calamansi (local sweet lemon) and mangoes to make jams. The jams are sold at village markets and are currently being tested in local restaurants. In three years, 143 participants increased their knowledge and skills and have applied what they learned in identifying entrepreneurial interests, financial management, marketing, product development, and budget projections.

4-H National Headquarters Programs of Distinction

Programs of Distinction are designed to help 4-H and other Extension youth development professionals:

- Communicate the high quality of Cooperative Extension-supported youth development programs that are occurring in communities across the United States
- Assist others in improving their practices in positive youth development



- Better understand and promote the nature of scholarship in their work
- Submit program outcomes through a peer-evaluated format

The Programs of Distinction is supported by the 4-H system partners and coordinated through 4-H National Headquarters and the National Institute of Food and Agriculture (NIFA) in partnership with the Land-Grant University Extension Services.

To be considered for inclusion in the Programs of Distinction database, a youth development program must meet the following criterion: an organized, purposeful set of activities designed to achieve positive youth development outcomes.

Programs of Distinction submissions are reviewed independently by three trained peer reviewers for program content and readability. CYFAR projects are encouraged to submit to the Programs of Distinction. Manuscripts are accepted for peer review on a rolling basis. For more information on the Programs of Distinction, see: www.national4-hheadquarters.gov/about/pod.htm.

Technical Assistance to CYFAR Programs

CYFERnet—Program

Project Directors: Janet Kurzynske, Wendy Stivers, and Kerri Ashurst, University of Kentucky

Collaborating Universities:

Iowa State University
University of Idaho
University of Nevada–Reno
Cornell University
North Carolina State University

The CYFERnet Program team and editorial boards provided technical assistance and resources to CYFAR projects and other users through a variety of strategies. Almost 730 new resources were peer reviewed and 605 posted with an acceptance rate of 83%. Currently, there are over 7,700 resources in the database. The website had 1,209,318 hits and 75,926 different users in 2009.

The two primary areas of concentration were (1) development and posting of resource pages to match the six primary cluster areas identified nationally with all state CYFAR grants to make it easier to find relevant and reliable resources; (2) dialogue on the philosophy behind and initial steps toward identifying and developing core competencies for CYFAR faculty and staff members in the areas of early childhood, school age, teen, parent/family, and community.

Hot Topics offered timely research-based information on subjects of widespread interest. Two examples related to national media coverage were: “Tips for Supporting Families of Grieving Soldiers Killed in the Fort Hood Shooting” and “Save Energy and Money with CYFERnet Resources.” Hot Topics are archived on CYFERnet at www.cyfernet.org/pagelist.php?c=1441.

Sixteen webinars plus other presentations and workshops were offered by nationally recognized Extension professionals. More than 425 people participated in webinars and over 1,100 people participated in presentations and workshops. Topics for 2009 webinars included “PEACE Curriculum: Civic Engagement Among Youth” and “At Your Doorstep: Creating Family Connections Outdoors.” The webinars are archived on CYFERnet at www.cyfernet.org/pagelist.php?c=1423.

Continued development of collaborations by CYFERnet Program included:

1. eXtension: Early Childhood board members are involved with the Just in Time Parenting advisory team and Better Kid Care America CoP. The School-Age editor and Teen editor serve on their university’s eXtension

Minnesota

Youth from the Lao Advancement Organization of America perform music and dance at the Minnesota State Fair.

Missouri

4-H LIFE Program members learn more about animal care and training during 4-H dog project activities.

Institutional Team. Members of the Teen Board are involved in Evaluation CoP. Members of the Parent/Family editorial board are involved with the Family Caregiving Community of Practice and Financial Security for All.

2. 4-H Youth Development: Conversations took place with representatives of Access 4-H, the 4-H National Curriculum Directory, 4-H National Institute, and 4-H Learning Priorities to examine ways in which we can begin to partner on shared goals and visions and incorporate these into an overall strategic plan for CYFERnet.
3. Sustainable Communities Projects: By collaborating with CYFERnet Evaluation and CYFERnet Technology, resources were geared to the six primary clusters of the 2008–2009 CYFAR SCP grants. These web pages make it easier for SCPs to find relevant resources. The six clusters are: Communication Skills; Healthy Living; Citizenship; Workforce Prep; Parenting; and Science, Engineering, and Technology.

CYFERnet—Evaluation

Project Directors: Lynne Borden, Christine Bracamonte Wiggs, University of Arizona

Collaborator: Lydia Marek, Virginia Polytechnic Institute and State University

CYFERnet Evaluation continued its work to support evaluation capacity building through the identification, development, and provision of evaluation-related resources and technical support to individuals and programs that serve children, youth, and families. CYFERnet Evaluation continued to offer technical support related to developing effective and measurable logic models to promote performance among newly funded CYFAR SCP grantees.

To increase outreach efforts, foster collaboration, and strengthen evaluation capacity of CYFERnet and CYFAR programs several activities were conducted during this past year including: (1) developing the CYFAR Programs Improving Through Evaluation Ning site; (2) establishing a Community of Practice among CYFAR project directors and evaluators and using the CYFAR Programs Improving through Evaluation site as the means to facilitate dialogue and interaction; (3) collaborating with and attending regularly scheduled webinars hosted by the eXtension Community of Practice; (4) hosting three live CYFERnet evaluation webinars that were attended by approximately 170 individuals and available for later viewing, via archive, on the CYFERnet site; (5) attending conferences, both as presenters (CYFAR, AEA, SRA) and exhibitors (NEAFCS) to increase the visibility and outreach of CYFERnet; (6) conducting an assessment using a newly revised version of the Organizational Change Survey to evaluate the capacity of Extension to address the needs of children, youth, and families especially during an economic recession; and (7) conducting a sustainability study to assess sustainability among CYFAR NCPs.

Additionally, CYFERnet Evaluation identified existent assessments in six construct areas including Effective Parenting, Youth Leadership, Workforce Preparation, Healthy Living, Core Competencies, and SET. A panel of

nationally recognized scholars was convened to provide in-depth reviews of these assessments so as to identify the most effective tools for building evaluation capacity among programs that serve children, youth, and families. Further review and evaluation of these assessments will ultimately contribute to the development of common measures for use by CYFAR programs.

CYFERnet—Technology

Project Director: Trudy Dunham, University of Minnesota

Collaborating Universities:

Iowa State University
University of Nebraska
New Mexico State University
North Carolina State University

CYFERnet Technology works with CYFAR to facilitate the effective integration of technology into CYFAR programs—to promote program staff collaboration and learning, as well as program management and the inclusion of technologies as a core component and tool in program delivery. As social media increasingly become an essential part of daily life, it is important that they are be a core component of CYFAR programming.

In 2009, the CYFERnet Technology Team revamped its website (www.cyfernet.org). This work enhanced site security, adapted to changes in CYFAR program guidelines and structures, and took advantage of changes in the technologies. The new design highlights the unique contributions of CYFAR, Extension, and land-grant university faculty collaborators to both program and research. The website focuses on ways for child, youth, and family professionals to become actively involved in CYFERnet and stay connected through its online interactive social networks, Twitter, blogs, and work groups. The revamped search capability and organization of materials also made it easier for users to find valuable resources in the CYFERnet collection.

Each month in 2009, CYFERnet averaged more than 18,000 unique visitors and 25,000 visits. More than 10,000 unique users visited the CYFERnet database each month, conducting an average of more than 63,000 searches. The number of page views for resources hosted on the CYFERnet servers exceeded on average 120,000 each month.

The CYFERnet Technology Team takes advantage of the annual CYFAR conference to provide face-to-face training. In 2009, it conducted a preconference session on using social media tools and online communities in CYFAR programs; coordinated a Learning Arcade featuring exergames and software to enhance content as well as skill building of programs for children and youth; and presented or collaborated in 10 workshops to train participants in the use of technology for program delivery and staff productivity. CYFERnet Technology produces and hosts monthly articles featuring CYFAR programs and related resources, recent land-grant research on children and families, as well as the popular Mission of Month activities.



Children, Youth and Families at Risk Conference 2009

*Baltimore Marriott Waterfront
Baltimore, Maryland*

Lisa Lauxman, national CYFAR coordinator, National 4-H Headquarters, welcomed more than 750 people to CSREES's Children, Youth, and Families at Risk Conference in Baltimore, Md. CYFAR 2009 was hosted by the University of Maryland and Kendra Wells, 4-H Youth Development, University of Maryland Cooperative Extension, served as conference chair.

Nearly 100 CYFAR conference volunteers joined with the neighbors of the Academy of Success, a community center targeting the underserved in Baltimore City, to build a KaBOOM! playground in just one day. This playground will provide a safe, healthy place for children to play and families to gather for years to come. A 4-H Military Partnerships track, a tour to the after-school program at nearby Fort Meade, and a post-conference provided opportunities for networking and building effective teams to support CYFAR programming.

CYFAR 2009 keynote speakers included Francesca Adler-Baeder, Auburn University; Bonnie Braun, University of Maryland; and Chandra Ghosh Ippen, University of California. Research presentations were given by Gary Evans, Cornell University; Deborah Leong, Metropolitan State College of Denver; Marc A. Zimmerman, University of Michigan; and Jane D. Brown, University of North Carolina—Chapel Hill.

CYFAR 2009 provided a broad range of workshops, program showcases, research posters, computer labs, and interacts—a high-quality professional development experience for youth and family professionals who build and implement effective programs for children, youth, and families. To ensure high quality standards, conference proposals were peer reviewed by the CYFAR 2009 Conference Committee, a diverse group of more than 100 land-grant university staff. This annual conference focuses on strengths and needs of CYFAR programs and welcomes partners in Army Child and Youth Services, Air Force Services Family Member Programs, the Air Force Family Advocacy Program, Navy Child and Youth Programs, and Marines Children, Youth, and Teen Programs.

Nevada

Bootstraps crews receive extensive safety training in chain saw use and pesticide application.

New Mexico

Students participate in nutrition education activities for the Just Be it! Healthy and Fit program.

CYFAR Projects

Alaska

Sustainable Community Project for Teens

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Arizona

The Arizona Youth Collaborative: Youth, Family, and Communities

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Tuskegee (AL)

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Involving Teens in Community Issues

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Florida A & M

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Guam

Pacific Island Communities Building (STEPS) Sustainable Teen Entrepreneur Programs

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Hawaii

Sustainable Communities Project Through Successful Community Partnerships: SCP Through SCP

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Partners in Parenting: Couples, Communities, and University

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EUREKA! (Education Underscores Rewards in Economic/Knowledge Attainment)

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Massachusetts 4-H SET Adventures Sustainable Community Project

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Partnerships for Activism and Social Justice: A Community Youth Development Approach to Leadership for Personal and Social Change

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Nevada

CYFAR Bootstraps

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New Mexico

Just Be It! Healthy and Fit

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New York

A grateful family enjoys their completed wheelchair ramp.

Texas

Hickory Tree youth play an educational computer game whose goal is to make different words to reach higher levels.



New York

Community Improvement Through Youth— The CITY Project

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Passport to the Future: Developing Positive Lives for Children from the Time They Are Born Until They Enter Kindergarten

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Texas

4-H Ready, SET, GO! for Education Preparedness

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Children, Youth and Families At Risk Program

Front cover photos: (left to right)

Idaho—Girls learn healthy living skills through bread making.

Missouri—4-H LIFE Program youth and friends enjoy 4-H camp food and fitness activities, including a visit to an urban gardening center.

Minnesota—Two youth work together to build a straw tower and increase their group decision making skills.

Inside and back cover photos:

Maine—Team building/trust building leadership trainings were held this year for partnership teams at the middle and high school levels.



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